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ABSTRACT

An overview of a Personnel Evaluation and Support system is presented. Because it is critical for staff members to know what is expected of them and to know upon what basis they are being evaluated, the formulated Components of Instructions (COI) are disseminated and reviewed with the staff. This process allows staff to know what is expected of them, teaches them how to be effective, and focuses upon teaching and learning. COI represent the best thinking on what goes into any teaching/learning situation and include: (1) motivational components, (2) goal/objective setting components, (3) instructional components, (4) monitoring of student performance, and (5) evaluation of student performance. An observation is completed based on the COI and the parameters set forth in the aspects of the job description delineated by the evaluator as priority areas of emphasis within the context of the Superintendent's Priorities. Through the Staff Development Program each COI is addressed in great detail in small group sessions with staff members whose observations/evaluations indicate an area/areas in need of growth. The appendices include: an Observation Form, an Evaluation Form, and a sample Competency-Based Staff Development Program. (PN)

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PERSONNEL EVALUATION SYSTEM

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BACKGROUND

In an effort to have a common frame of reference for a Personnel Evaluation System for Certificated Personnel, it was felt that inasmuch as every interaction had learning outcomes, teaching and learning should be the focal points of the evaluation system. To this end a review of the factors common to teaching and learning was undertaken. These factors were assembled into a draft document which was critically reviewed by Administration, Child Study Team Personnel, and feedback was elicited from teachers and parents. A full year was spent in piloting the draft document in the evaluation of Administrators, Child Study Team members, and staff in four schools. Exit interviews from teachers viewed as unsuccessful were also conducted during the pilot year to see if the common factors would have given the unsuccessful teachers better direction. The resulting package is now labeled The Components of Instruction.

The Components of Instruction

The Components of Instruction represent the best thinking on what goes into any teaching/learning situation. Listed below is an overview of what any instruction should take into account and of what the standard of care in special education should certainly take into account. It must be noted that everything we do is instructional: academic curricular objectives, co-curricular objectives, and extra-curricular objectives; mandated objectives such as family life and, where indicated, counseling objectives; vocational/prevocational objectives. All of the following components are integral to all instruction:

MOTIVATIONAL COMPONENTS

The first cluster of components relates the teacher and the material of instruction to the student. This is done by emphasizing the following components...

1. Rapport-----the relationship between teacher and learner is established, re-established, or modified in order to facilitate instruction.

2. Rationale---the purpose of the day's lesson, how it relates to the nature and needs of the specific student, and to the reason for the day's lesson.

3. Motivation--establishing goal-directed behavior on the part of the student.

GOAL/OBJECTIVE SETTING COMPONENTS

The second cluster of components in instruction relates to goal/objective setting whereby the teacher clearly, directly, and specifically communicates what is expected of the student.

1. Performance/Objectives--what final behavioral outcome is to be measured? Do teacher and student mutually understand it in the same way?

2. Enroute Objectives------what skills must be mastered along the way to accomplish the terminal performance objective?

INSTRUCTIONAL COMPONENTS

1. Activities--Specific instructional activities requested of the student which enable attainment of the objective or reinforce attainment of the objective.

2. Methods/Techniques--Specific instructional methods utilized by the instructor which enable attainment of the objectives or reinforce attainment of the objective.

3. Resources--Specific instructional resources utilized by the instructor which enable attainment of the objectives or reinforce attainment of the objective.

MONITORING OF STUDENT PERFORMANCE

The next cluster of components of instruction relate to the periodic instructional monitoring of how a student is progressing toward attaining the objective. This might be through observation, questioning, correcting worksheets, etc.

EVALUATION OF STUDENT PERFORMANCE

The final cluster of components of instruction relate to evaluating the attainment of the terminal objective and to goal/objective setting for the next task to be accomplished.

THE EVALUATION SYSTEM

It is critical for a staffmember to know what is expected of him/her. It is equally critical for a staffmember to know upon what basis she/he is being evaluated. To this end the

Components of Instruction are disseminated and reviewed with staff.

THE OBSERVATION

The Observation is to be completed based upon the Components of Instruction. Since almost every interaction is based upon the Components, observation is not limited to the classroom. Consequently, observations can easily occur in the "real" environment. Numerous observations are strongly encouraged. Appendix A includes the new observation form.

THE EVALUATION

The Observation is based upon the parameters set forth in the aspects of the Job Description delineated by the evaluator as priority areas of emphasis within the context of the Superintendent's Priorities. Appendix B includes the new evaluation form.

FOLLOW-UP- The Competency--based Staff Development Program

A staff development grant was written and approved for us to pinpoint specific areas of need and to address these areas through a program of staff development. Through the Program each Component of Instruction will be addresed in great detail in small group sessions with staffmembers whose observations/evaluations indicate an area/areas in need of growth. Appendix C includes the competency-based staff development program which will make support an ongoing program..

CONCLUSION

The purpose of this Planning Report is to provide an overview of a total system of Personnel Evaluation and Support--a system which provides direction and support. It lets staff know what is expected of them, teaches them how to be effective, and focuses upon teaching and learning. A conceptual approach is provided which is based on research and effective practice and the system fits together as a coherent whole so that direction and support are connected.

APPENDIX A: OBSERVATION FORM

SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY

CERTIFICATED PERSONNEL OBSERVATION REPORT

NAME _____

ASSIGNMENT _____ PROGRAM _____

A. Observational Data:

(date of observation _____; observation time _____; subject/area _____)

Excellent	Satisfactory	Needs Improvement	
			Motivational Components:
___	___	___	Rapport
___	___	___	Rationale
___	___	___	Motivation
			Goal/Objective Setting Components:
___	___	___	Performance Objectives
___	___	___	Enroute Objectives
			Instructional Components:
___	___	___	Activities
___	___	___	Methods/Techniques
___	___	___	Resources
___	___	___	Monitoring of Student Performance
___	___	___	Evaluation of Student Performance

B. Summary Statements Regarding Observations:

C. Recommendations:

Signature of Staff Member _____

Signature of Observer _____

Date _____

DIRECTIONS: OBSERVATION

A. Observational Data

The 5 components of instruction are applicable to any professional staffmember. "Excellent", "Satisfactory", or "Needs Improvement" ought to be checked for the formal observation which may or may not be classroom-based. Any area with a "Needs Improvement" checked must be followed up in B and C. Areas which do not lend themselves to the components in A may be addressed in B.

B. Summary Statements Regarding Observation

The summary statements will either allude to the Observational Data from A or will be items not covered in A. It is good to include raw data such as quotations, position and movement of person and object, time on task, and the like.

C. Recommendations

Recommendations should be tied into the components in A or the data in B. Follow up support should also be itemized.

This data must be included in each evaluation.

APPENDIX B: EVALUATION FORM

DIRECTIONS: EVALUATION

A. Performance Responsibilities Targeted for Evaluation

Items selected for focus in the evaluation should be listed. They should be derived from the job description. They should include responsibilities addressed in the observation/s and otherwise for which there is a data base.

B. Summary Evaluative Statements and Recommendations

The evaluative statements and recommendations should be based upon data included in items A-C (Observation form).

C. Times Absent to Date_____Times Late to Date_____

The Times Absent and Late to date are to be cumulative for the year. Only sick days are to be listed. Workman's Compensation days are not to be included.

CERTIFICATED PERSONNEL EVALUATION REPORT

NAME: _____ DATE: _____

A. Performance Responsibilities Targeted for Evaluation

B. Summary Evaluative Statements and Recommendations

C. Times Absent to Date _____ Times Late to Date _____

Signature of Staff Member _____
Response: Yes _____ No _____
Signature of Evaluator _____
Date: _____

* The signing of this only acknowledges receipt of material.
** Staffmember may respond in writing to the evaluator per District policy.

APPENDIX C: COMPETENCY-BASED STAFF DEVELOPMENT PROGRAM

APPENDIX C: COMPETENCY-BASED DEVELOPMENT PROGRAM

Competency Area 1: The Motivational Components

- Competency 1.1 Ability to establish rapport with students, staff, parents.
- Competency 1.2 Ability to comprehend and clarify individual communications directively, indirectively, and nondirectively.
- Competency 1.3 Ability to interact with empathy, respect, and self acceptance and to promote effective resolutions to enable motivation and rapport to be developed.
- Competency 1.4 Ability to facilitate attainment of humanistic educational goals and objectives in groups.
- Competency 1.5 Ability to correlate life meaningful events to develop motivation and rationale.

Competency Area 2: The Objective-Setting Components

- Competency 2.1 Ability to collect and use data to convert the learner's strengths, weaknesses, style and interpersonal relations into objectives.
- Competency 2.2 Ability to write traditional and functional terminal performance objectives.
- Competency 2.3 Ability to do long and short term planning--IEP Worksheets.

Competency Area 3: The Instructional Components (Academic and Traditional Objectives)

- Competency 3.1 Ability to plan and organize an individualized instructional system via task analysis appropriate to the cognitive and affective needs of the student.
- Competency 3.2 Ability to plan, select, develop and implement a variety of teaching strategies and learning activities related to specific performance objectives.

Competency Area 4: The Instructional Components (Behavior Area Objectives)

- Competency 4.1 Ability to establish and reinforce behavioral values, standards, and limits derived from the Behavioral Cluster.
- Competency 4.2 Ability to identify and use strategies for coping with conflict and frustration.

Competency 4.3	Ability to develop and use teacher-intervention techniques to effectively manage disruptive school behavior.
Competency Area 5:	The Monitoring and Evaluation Components
Competency 5.1	Ability to use observational techniques
Competency 5.2	Ability to use questioning techniques
Competency 5.3	Ability to use tests
Competency 5.4	Ability to use indicators in Progess Reports